



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** THE ACADEMY FOR SOCIAL ACTION: A COLLEGE BOARD SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 05M367

**PRINCIPAL:** RHOKEISHA FORD      **EMAIL:** RFORD2@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** GERALDINE TAYLOR-BROWN

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Rhokeisha Ford	*Principal or Designee	
Griffith Terry	*UFT Chapter Leader or Designee	
Caroll. Wilder	*PA/PTA President or Designated Co-President	
Robert Williams	DC 37 Representative, if applicable	
Jamal Baughman	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Jeffrey Moore	Member/Teacher	
Danieta Morgan	Member/Teacher	
Olumuywia Oyefusi	Member/Teacher	
Shawanda Davis	Member/Parent	
Ms. Burgos	Member/Parent	
	Member/	
	Member/	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Raise the Median Adjusted Growth Percentile for ELA from 57.0 to 67.0**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

**Our Middle School Progress Report Indicates that our school has a n extremely low median adjusted growth percentile for English Language Arts.**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

**School leaders along with network support and coaches will work with the English content teams and the schools data specialist to identify gaps in the Middle School English Language Arts curriculum. Teacher teams will be created to lead conversations around identifying a school-wide instructional focus based on data from the prior years State English Language Arts assessment. Based on the results of the data analysis Teacher Teams will work together to determine four areas of student weakness in an effort to revise curriculum to address the gaps. Once teachers have revised their curriculum maps, teacher teams will then develop performance tasks that focus on and assess the specific areas of needs that were identified in the baseline item analysis. Teacher Teams will then link the skill(s) that are identified as the area of focus to the appropriate CCLS. These performance tasks will serve the purpose of allowing students to partake in meaningful assignments that requires the students to synthesize knowledge and skills learned and to apply them to construct a response, create a product and / performance that demonstrates understanding. There will be a minimum of 1 performance task administered per marking period. Each performance task must include at least 3 formative assessments and 1 summative assessment.**

**Throughout the duration of the performance tasks teacher teams will meet daily to look closely as student work products in an effort to monitor and revise the effectiveness of classroom instruction and teacher practice. Using rubrics that are aligned and reflect the language of the CCLS that were earlier identified will allow for teachers to monitor and revise curriculum to evaluate the effectiveness of the targeted strategies. This process will be cyclical and will remain for the duration of the academic school year.**

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

**Our school encourages school-level parent involvement by encouraging meaningful parent participation on School Leadership Teams. In addition, we opened up a Parent Welcome center for the parents of our students. Parents are able to gain access to instructional materials as well as participate in case conferences about their children. The Academy for Social Action also has 1 parent volunteer for the 2011/2012 academic school year. We are looking forward to recruiting more parents to help volunteer at the school. Parents are also provided monthly progress reports in addition to regular report cards. ASA believes parents well informed in order to increase parent involvement when it comes to student academic success.**

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

**Staff will participate in ongoing Professional Development activities both within and outside of the school building. Some of these professional development activities will be facilitated by our Network coaches.**

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

**The Academy for Social Action works along with Turnaround Program who assists the School Leadership with coming up with school-wide instructional and behavioral goal. Turnaround will also provide teachers with Comprehensive Program for Creating and Effective Learning Environment (COMP). Students in the High School will work with College Bound Initiative Program on College and Career Readiness starting in grade 9.**

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**Fair students funding as well and Title and Title III funding will be used for all per-session related to planning and professional development.**

**ANNUAL GOAL #2 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**To Improve teacher effectiveness by developing a shared understanding of instructional excellence.**

**Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

**Principals and Assistant Principals will conduct a minimum of 2 formative observations for the academic school year. Principals and Assistant Principals will conduct a minimum of 6 informal observations for the academic school year. A research based rubric will be created and used for developing all teachers.**

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

**Individual teacher professional development plans will focus on a common lens specifying specific steps for progress and movement toward teacher effectiveness. Teachers will be able to use the teacher effectiveness rubric in order to develop an action plan to self assess and refine their practice. A school-wide glossary will be established with a shared language to identify what is working and what still needs to be improved. School leaders will meet twice a week to provide feedback to Teacher Teams about patterns that they have identified as they pertain to specific components of a research-based rubric. Teacher teams will develop a school-wide professional development plan that includes alignment to the CCLS aligned tasks. School leaders will set up and follow a schedule for teacher observations that include short frequent cycles.**

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

**Parents of The Academy for Social Action are provided access to our classroom and staff. We allow parents to participate in their child's class and to observe classroom activities. Additionally we encourage our parents to provide school leaders with meaningful feedback.**

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

**Staff will participate in ongoing Professional Development activities both within and outside of the school building. Some of these professional development activities will be facilitated by our Network coaches.**

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

**The Academy for Social Action works along with Turnaround Program who assists the School Leadership with coming up with school-wide instructional and behavioral goal. Turnaround will also provide teachers with Comprehensive Program for Creating and Effective Learning Environment (COMP). Students in the High School will work with College Bound Initiative Program on College and Career Readiness starting in grade 9.**

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**Fair students funding as well and Title and Title III funding will be used for all per-session related to planning and professional development.**

### ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Improve teacher effectiveness by developing Teacher Teams and Teacher Team leaders that focus on curriculum and assessment alignments.**

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

In order to establish and align curriculum across the content areas, teachers must have clear expectations for classroom instruction and curriculum development. Additionally the % of teachers who “strongly agree” or “agree” that, “school leaders invite teachers to play a meaningful role in setting goals and making important decisions for this school will increase.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

**Teacher Team Leaders will meet with the Principal on a weekly basis in an effort to build capacity around clear expectations for classroom instruction. Teacher Team Leaders will meet with teachers across content and grade level four times a week. Teacher Teams will develop at least 1 Performance task per marking period that is aligned to strategically selected Common Core Learning Standards.**

#### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

**Our school encourages school-level parent involvement by encouraging meaningful parent participation on School Leadership Teams. In addition, we opened up a Parent Welcome center for the parents of our students. Parents are able to gain access to instructional materials as well as participate in case conferences about their children. The Academy for Social Action also has 1 parent volunteer for the 2011/2012 academic school year. We are looking forward to recruiting more parents to help volunteer at the school. Parents are also provided monthly progress reports in addition to regular report cards. ASA believes parents well informed in order to increase parent involvement when it comes to student academic success.**

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

**Staff will participate in ongoing Professional Development activities both within and outside of the school building. Some of these professional development activities will be facilitated by our Network coaches.**

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

**The Academy for Social Action works along with Turnaround Program who assists the School Leadership with coming up with school-wide instructional and behavioral goal. Turnaround will also provide teachers with Comprehensive Program for Creating and Effective Learning Environment (COMP). Students in the High School will work with College Bound Initiative Program on College and Career Readiness starting in grade 9.**

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**Fair students funding as well and Title and Title III funding will be used for all per-session related to planning and professional development.**

## ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #4**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

## ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #5**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>	26	26	26	26				
<b>7</b>	52	52	52	52				
<b>8</b>	59	59	59	59				
<b>9</b>	95	95	95	95		1		
<b>10</b>	0	51	58	7				
<b>11</b>	3	29	36	47				
<b>12</b>	19	17	24	43				

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Students in grades 6-9 will use the Overcoming Obstacles curriculum during their advisory class. In Term 2 advisory will turn into small group AIS in the four content areas. HS students will receive regents prep classes in order to help them pass the state Regents exams. These classes will use the Barrons Regents Prep curriculum as well as iLearn online resources.
Mathematics	Students in grades 6-9 will use the Overcoming Obstacles curriculum during their advisory class. In Term 2 advisory will turn into small group AIS in the four content areas. HS students will receive regents prep classes in order to help them pass the state Regents exams. These classes will use the Barrons Regents Prep curriculum as well as iLearn online resources.
Science	Students in grades 6-9 will use the Overcoming Obstacles curriculum during their advisory class. In Term 2 advisory will turn into small group AIS in the four content areas. HS students will receive regents prep classes in order to help them pass the state Regents exams. These classes will use the Barrons Regents Prep curriculum as well as iLearn online resources.
Social Studies	Students in grades 6-9 will use the Overcoming Obstacles curriculum during their advisory class. In Term 2 advisory will turn into small group AIS in the four content areas. HS students will receive regents prep classes in order to help them pass the state Regents exams. These classes will use the Barrons Regents Prep curriculum as well as iLearn online resources.
At-risk Services provided by the Guidance Counselor	One student is receiving AIS mandated SBST counseling service. This service is being conducted one-on-one
At-risk Services provided by the School Psychologist	

<b>At-risk Services provided by the Social Worker</b>	
<b>At-risk Health-related Services</b>	

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### ***SCHOOL-PARENT COMPACT***

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 05M367 **School Name:** The Academy for Social Action: A College Board School

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic     Focused     **Comprehensive**

**Intervention:**     School Quality Review (SQR)     External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)     **Not Required for 2011-2012**

### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

The Academy for Social Action: A College Board school has not met their AYP in ELA for Black and African American, Hispanic or Latino and Economically disadvantages for the 2010-2011 academic school year.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

School leaders along with network support and coaches will work with the English content teams and the schools data specialist to identify gaps in the Middle School English Language Arts curriculum. Teacher teams will be created to lead conversations around identifying a school-wide instructional focus based on data from the prior years State English Language Arts assessment. Based on the results of the data analysis Teacher Teams will work together to determine four areas of student weakness in an effort to revise curriculum to address the gaps. Once teachers have revised their curriculum maps, teacher teams will then develop performance tasks that focus on and assess the specific areas of needs that were identified in the baseline item analysis. Teacher Teams will then link the skill(s) that are identified as the area of focus to the appropriate CCLS. These performance tasks will serve the purpose of allowing students to partake in meaningful assignments that requires the students to synthesize knowledge and skills learned and to apply them to construct a response, create a product and / performance that demonstrates understanding. There will be a minimum of 1 performance task administered per marking period. Each performance task must include at least 3 formative assessments and 1 summative assessment.

Throughout the duration of the performance tasks teacher teams will meet daily to look closely as student work products in an effort to monitor and revise the effectiveness of classroom instruction and teacher practice. Using rubrics that are aligned and reflect the language of the CCLS that were earlier identified will allow for teachers to monitor and revise curriculum to evaluate the effectiveness of the

targeted strategies. This process will be cyclical and will remain for the duration of the academic school year.

The Academy for Social Action works along with Turnaround Program who assists the School Leadership with coming up with school-wide instructional and behavioral goal. Additionally, we will begin our partnership with SES afterschool Sports and Arts tutorial program this fall. We have also applied for an OST grant through the Department of Youth and Community Development.

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**Part B: For Title I SINI Schools Only**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

Individual teacher professional development plans will focus on a common lens specifying specific steps for progress and movement toward teacher effectiveness. Teachers will be able to use the teacher effectiveness rubric in order to develop an action plan to self assess and refine their practice. A school-wide glossary will be established with a shared language to identify what is working and what still needs to be improved.

School leaders will meet twice a week to provide feedback to Teacher Teams about patterns that they have identified as they pertain to specific components of a research-based rubric. Teacher teams will develop a school-wide professional development plan that includes alignment to the CCLS aligned tasks. School leaders will set up and follow a schedule for teacher observations that include short frequent cycles.

Teacher teams will review student work to identify student strengths and needs, so individual student needs can be addressed. And best practices and strategies can be revised and modified as needed and then curriculum can be updated.

Principals and Assistant Principals will conduct a minimum of 2 formative observations for the academic school year. Principals and Assistant Principals will conduct a minimum of 6 informal observations for the academic school year. A research based rubric will be created and used for developing all teachers.

The Academy for Social Action works along with Turnaround Program who assists the School Leadership with coming up with school-wide instructional and behavioral goal. Turnaround will also provide teachers with Comprehensive Program for Creating and Effective Learning Environment (COMP). Students in the High School will work with College Bound Initiative Program on College and Career Readiness starting in grade 9.

Professional Development is offered in a variety of ways. We use the Atlas Rubicon and Datacation Skedula online program for curriculum development and alignment, data assessment, student progress reporting, grade keeping and to improve teacher effectiveness.

A portion of our Title I funding will be used for all per-session (supervisory and teacher) related to credit recovery programs, teacher team meetings, planning meetings, and professional development.

Guidance counselor and Social worker per-session to work with parents and students and for communication to students, parents and families.

Additionally, a portion will be used for partnerships with the Turnaround for Children program and also used to fund Atlas Rubicon, Datacation Skedula, and CUNY Technical Interns

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

New teachers are assigned a school-based mentor to help them through the challenges of their first year. At our school, the new teachers develop a special relationship with their school-based mentor, who is there to help them grow quickly as a teacher. A mentor will assist a new teacher by planning with them, viewing their classroom practice, and conference with them to help them reflect on their teaching practice. Our mentors utilize a research-based Framework such as Danielson, to make certain they are focusing on areas they know will improve teacher practice and student performance. And this allows the Mentor to work with the teacher as they grow in the different components of teaching. In addition, our teachers and mentors work together on teacher and inquiry teams to look at student work and performance data so that teaching practices and curricula can be adjusted to best meet the needs of our students. This together with the school's professional development helps to focus our teachers on the school's mission and vision and how to best work with our students to meet our rigorous goals. New York State requires individuals with a Professional Certificate to complete 175 hours of professional development every five years to maintain their certification.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Host ongoing monthly Parent Meetings to notify parents about the school's identification for improvement (SINI), their child/children participation in a Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act. The school will provide written resources to our parents, telephone communications, emails, as well as school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand. And the school will maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops to assist parents and families in sharing information and understanding of the School In Need of Improvement funding, school options for their children, and make certain that the extent possible all communications are provided in a language that parents can understand.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

Cluster Leader/Network Leader <b>Jose Ruiz</b>	District <b>05</b>	Borough <b>Manhattan</b>	School Number <b>367</b>
School Name <b>Academy for Social Action</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Rhokiesha Ford</b>	Assistant Principal <b>Frederick Nelson</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Laura O'Keefe</b>	Guidance Counselor <b>Suzanne Zeitlin</b>
Teacher/Subject Area <b>type here</b>	Parent <b>Donna Banks</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Robert Williams</b>
Related Service Provider <b>Kim Pyant</b>	Other <b>type here</b>
Network Leader <b>Lawrence Pendergast</b>	Other <b>type here</b>

### C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

### D. School Demographics

Total number of students in school	<b>427</b>	Total Number of ELLs	<b>45</b>	ELLs as share of total student population (%)	<b>10.54%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. The initial identification of ELLs is determined at registration. The pupil accounting secretary alerts the ELL coordinator or designee of the new student, so the HLIS form can be completed. HLIS forms are given in the parent's language, and oral translation in Spanish and French is provided on an as needed basis. In addition, if the registration was conducted off-site (i.e. at the enrollment center), the ELL coordinator screen the cumulative folders to confirm ELL status. The students who are identified as possible ELLs by the HLIS, are administered the LAB-R within ten days of admission. Those students who are eligible, including the formerly x-coded students, are administered the NYSESLAT at the end of the school year.

2. Throughout the initial registration period, during the first week of school, the parent coordinator, the pupil accounting secretary, and the ELL coordinator work together to guide parents through the registration process with the ELL coordinator providing French translation and a teacher or guidance counselor providing Spanish translation as needed. Since there are a small number of new ELLs admitted each year, the ELL coordinator arranges individual orientation sessions at the parents' convenience. At the orientation, French and/or Spanish translation is provided. All parents have an opportunity to view the parent orientation video in their home language. Parents are also provided with printed information regarding ELL program choices in the 13 official DOE languages as needed. If a parent selects a program that is not offered at the school, assistance is provided in finding an appropriate placement for the student.

3. The Academy for Social Action (ASA) ensures that entitlement letters and parent surveys are distributed within the first ten days of school (or registration). The ELL coordinator identifies eligible students and mails the appropriate letter to the parent/guardian. If a parent does not attend an ELL parent orientation session, a parent survey is mailed to the home. If the survey is not returned, follow up surveys are mailed and reminder phone calls are placed.

4. Parent choice forms are reviewed to determine program selection. If the parent/guardian selects ESL, the child is enrolled in ESL class. If the parent/guardian selects dual language or bilingual, s/he is contacted and a conference is set up in the native language to discuss program options, including transfer. ASA does not offer Transitional Bilingual Education or Dual Language due to the fact that in middle school, there are not 15 students on contiguous grade levels who share a common language nor are there 20 students in a single grade in high school who share a common language. Historically, the parent selection pattern at ASA has been to select ESL as the program choice.

5. Although parents of students with continued enrollment in ASA have primarily supported ESL as the choice for their children, in the past two years, there have been 5 newly enrolled students whose parent choice shows a different picture. Of the five, one parent chose ESL; two parents chose Spanish Transitional Bilingual Education; one parent chose Spanish Dual Language and one parent chose French Dual Language. Although the trend is toward Spanish TBE, there are still not sufficient numbers in the students' grade level to form a program.

6. For parents who are not new to the NYC DOE system, program choice is almost completely aligned with program offerings, but as

the trend amongst the newly enrolled is towards Spanish TBE, ASA will continue to monitor parent choice to determine the feasibility of offering Spanish TBE in the future.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

K  1  2  3  4  5   
6  7  8  9  10  11  12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										3	1	2	2	8
<b>Push-In</b>										1	1	1	1	4
<b>Total</b>	0	0	0	0	0	0	0	0	0	4	2	3	3	12

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	45	Newcomers (ELLs receiving service 0-3 years)	12	Special Education	12
SIFE	7	ELLs receiving service 4-6 years	13	Long-Term (completed 6 years)	20

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Dual Language										0
ESL	12	2	2	13	5	3	20	0	7	45
Total	12	2	2	13	5	3	20	0	7	45

Number of ELLs in a TBE program who are in alternate placement:

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							3	2	1	11	5	8	6	36
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian									1					1
French							1		1	1	2		1	6
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										2				2
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>2</b>	<b>3</b>	<b>14</b>	<b>7</b>	<b>8</b>	<b>7</b>	<b>45</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. a. ASA uses a combination of push-in, departmentalized and pull-out models. In an effort to keep pullouts to a minimum, all beginning and intermediate level ELLs receive at least four periods of push in or departmentalized service while over 50 percent of beginning and intermediate level ELLs receive at least eight periods of push-in or departmentalized service.

b. In the push-in program, students are organized in a single heterogeneous class on a given grade level. At the high school level, students have individualized programs based on credit needs, so some of the departmentalized classes have heterogeneous groupings according to English proficiency and grade level. In the high school level pull out classes, the intermediate and advanced level students are grouped primarily according to grade level, and the beginning level students are homogeneously grouped according to English proficiency while varying in grade level. In the middle school pull-out program, students are heterogeneously grouped according to grade and proficiency level.

2. The organization of ASA's staff ensures the delivery of the mandated number of instructional minutes is provided - 180 minutes per week for advanced level students, 360 for intermediate (high school and middle school) level as well as beginning level middle school students and 540 minutes for high school beginning level students.

a. In order to meet students' needs, ASA provides one full time and one part time ESL teacher who provide ESL instruction to all students. All high school ELLs receive at least 225 minutes of ELA per week. They may receive more if they are missing ELA credits. Middle school ELLs all receive 450 minutes of ELA per week. Explicit NLA instruction is not provided as ASA has neither a TBE nor a Dual Language program.

3. Academy for Social Action is a College Board school and uses the College Board Springboard curriculum and supplemental materials for math and English. For social studies and science, National Geographic and Hampton Brown texts are used. For ESL pull-out classes, the students use a combination of Hampton Brown/Inside and Edge textbooks as well as a variety of other resources, including Fresh Takes on Teaching Literary Elements by Wilhelm and Smith and the Oxford English Picture Dictionary along with teacher designed materials to address student needs in vocabulary and writing. The texts are aligned with the Common Core Learning Standards, New York State standards and Regents topics. Springboard, Edge, Inside and Wilhelm and Smith include scaffolding strategies including dialectical

## A. Programming and Scheduling Information

journaling, KWL, visualizing, graphic organizers, manipulatives, choral reading, drama games, role-playing, jigsaw, think-pair-share, etc. In addition, ESL teachers can modify content teachers' lesson plans through Atlas Rubicon, a web-based planning tool. Native language support is provided through a variety of ways. Regents glossaries are provided to all ELLs, and bilingual dictionaries and picture dictionaries are provided as needed. Also, for beginning level ELLs, Spanish and French translation of materials is provided in content area classes and students have the opportunity to complete written work in French or Spanish until they are able to complete work in English. In addition, a bilingual Spanish speaking paraprofessional accompanies the 12th grade ELLs to major subject area classes.

4. ELLs are appropriately evaluated in their native language in two ways. The first is that upon entry, ELLs new to English are administered the Spanish Lab if appropriate, and all ELLs are given a short writing assignment in their home language which is evaluated by a teacher proficient in the student's home language. In addition, students who choose to submit their content area work in their home language have their writing evaluated.

5. a. ASA's plan for SIFE includes support in the content areas through the push-in model as well as providing appropriate level home language materials in the content areas. Additional support in literacy and math skills is provided in the departmentalized and pull-out models where students use Hampton Brown Inside Phonics, teacher created resources as well as appropriate level fiction and nonfiction in Spanish and English.

b. Newcomers are served based on proficiency level. We have newcomers at all proficiency levels, including SIFE, and they are serviced as described in 1a. In addition, newcomers are partnered with another student in their class who speaks the same language to provide further assistance. Furthermore, each student is evaluated individually using ELL Periodic Assessment, NYSESLAT essay writing practice and teacher made assessments to determine areas of need for which the students develop SMART goals. Moreover, native language materials are provided to assist in the content areas. Regarding preparation for ELA testing, All ELLs are invited to Regents and NYS State ELA preparation classes.

c. ELLs receiving service for four to six years are provided ESL minutes based on proficiency level. We have students in this range at intermediate and advanced levels, including SIFE. Furthermore, each student is evaluated individually using ELL Periodic Assessment, NYSESLAT essay writing practice and teacher made assessments to determine areas of need for which the students develop SMART goals.

d. Long Term ELLs are provided ESL minutes based on proficiency level. We have students in this range at intermediate and advanced levels. Furthermore, each student is evaluated individually using ELL Periodic Assessment, NYSESLAT essay writing practice and teacher made assessments to determine areas of need for which the students develop SMART goals.

6. Teachers of ELL-SWDs provide access to academic content areas and accelerate English language development through a variety of strategies and materials. The special education and ESL teachers collaborate with the content area teachers to provide differentiation in many ways including by process, learning style, interest, ability, affective development as well as by product. Teachers use supplemental materials on appropriate reading level along with graphic organizers and modeling for content area coursework.

7. ASA uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment. Students are able to utilize supplemental content area materials and are permitted additional time for completing exams, with the use of separate location and small group size when appropriate. SETTS pull-out services are conducted during the Advisory period, to avoid pullout during the day and OT/PT services are conducted off site after school hours.

Paste response to questions 1-7 here

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. ASA provides intervention services in English for all struggling students including ELLs, regardless of proficiency levels. Sixth through ninth grade ELLs are supported through Advisory classes where students not only receive life skills instruction but also academic support in the subject area where they have the most need. Tenth through twelfth graders are enrolled in credit recovery during the school day and Regents preparation in after school programs. In addition, the Student Intervention Team meets biweekly to develop implementation of intervention plans for students having difficulties in school. Native language support is offered in all content area classes.

9. There is organized support for recently proficient ELLs. ELLs who became proficient on the NYSESLAT in 2011 are supported through a combination of push-in assistance from 2 to 4 periods a week and/or a monthly conference with the ESL teacher to assess needs and facilitate additional support if necessary. Second year proficient students have a once a month conference with the ESL teachers to assess needs and facilitate additional support if necessary. In addition, all former ELLs in sixth through ninth grades have additional academic support through the Advisory class, and those former ELLs in tenth through twelfth grade who are in need of assistance in a certain content area are enrolled in credit recovery during the day and/or Regents preparation in after school. Former ELLs are provided with testing accommodations for up to two years after testing out on the NYSESLAT. After the two years, if needed, former ELLs are encouraged to apply for extended test time using the 504 form. Native language support and ELL strategies continue to be implemented during the transition.

10. The new programs offered this year are Advisory, credit recovery during the school day and Title III Regents prep. Advisory is required for all ELLs in sixth through ninth grade and for tenth and eleventh grade ELLs who are short of credits, credit recovery is required. I Learn is also being implemented to assist students in improving skills in designated content areas. Furthermore, native language support has been expanded to provide translation for beginning level students in all content area classes.

11. Achieve 3000 was discontinued due to the replacement with I Learn which provides expanded offerings to students.

12. All programs are offered to all students. Students are required to Advisory sessions, and during after school, ELLs participate in enrichment, Regents prep and/or Title III programs. ELLs are afforded equal access to all school programs during and after the regular school day. ELLs are encouraged to attend tutoring, enrichment, athletic and general school activities. Notification, flyers, and letters are posted/ distributed in English and in students' native language. Communications with ELLs are offered in English and in students' native language, as appropriate.

13. In addition to the Hampton-Brown texts, Inside and Edge, which include content area and language instruction, instructional materials in the content areas also include home language science, math and social studies reading material. Technology is utilized by content area teachers in the form of Smart boards, projectors and laptops and the I Learn program. In addition, the ESL classroom is has seven mini laptops with headphones on which students can work in language building programs.

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## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1) ASA recognizes that parents are vital partners in the education of their children, and this fall has inaugurated its new parent center which is staffed by a parent volunteer and offers a comfortable place where parents can meet with staff regarding their children as well as find parental and educational resources. The center also provides computer training to parents in not only navigating the ARIS and Skedula websites, but also general computer training for those parents not familiar with computers. In an effort to increase parent involvement, the Academy for Social Action hosts various events throughout the school year. In September, a new parent orientation meeting was held before school started. Other events planned this school year include: Mother's Day breakfast, regularly scheduled parent meetings and workshops, and school awards assemblies. Workshop topics include missing children, bullying and cyber bullying, identity theft. In addition, Parents are informed about state standards and assessments as well as significant school events on our school website. Translation is available in a variety of languages including Spanish, French, Portuguese, and Arabic. Through ARIS and Skedula, a web-based communication tool, parents can gain access to their children's state exam results as well as their children's progress in class.

2) ASA partners with many organizations to provide workshops for all parents, including ELL parents. At PTA meetings and workshops, parent volunteers provide translations for presenters not proficient in Spanish. ASA partners with several organizations/agencies for different purposes: Department of Justice for cyber bullying; Real Dads network for supporting fathers; college Bound Initiative for assistance with the college and financial aid application process; and Parent JobNet and ECDO Community Partnership Center for employment related needs. We are also in the process of developing partnerships with Harlem Ivy for arts enrichment as well as with Good Parents, Great Kids for parenting skills.

3) Parent needs are evaluated in two ways. First, regular emails and letters are sent requesting parent input for workshop topics. Second, the Parent Coordinator and PTA members network with parents to get feedback about past workshops and to determine upcoming topics.

a. In the past, parents expressed a desire to receive more information about how to access ARIS, so ASA has provided ARIS training for parents on Parent Teacher Conference Nights and at other separate workshops. Now, ARIS training is available on an as needed basis in the Parent Center. Also, high school parents wanted workshops on topics specifically related to high school, so the PTA provided a workshop for high school parents to address their concerns regarding graduation requirements, the military opt out and non captive lunch.

## C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1) Professional development is ongoing for all personnel who work with ELLs and includes APs, subject area teachers, secretary as well as the parent coordinator. The ESL teacher and content area teachers attend training offered through the NYCDOE, BETAC, QTEL Institutes.

Within the school year, the PD provided ELLs in fielding the needs of the students in the ELL classroom including the English

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Within the school, most of the PD regarding ELLs is folded into the work of the teacher teams since an ELL teacher is included in the Lead Teacher Team in addition to both grade and content area teams. The work these teams do includes planning for ELLs and discussions in how to best meet the needs of all sub groups including ELLs. ELL performance is examined in item analyses of the NYS Math and English Exams as well as of the Regents Exams and performance tasks which are required in each marking period. Based on the findings, appropriate ELL related training is provided during twice weekly content and grade team meetings. The topics range from language learning strategies, stages of second language learning, scaffolding for ELLs, developing academic language as well as ELLs and the Common Core Standards. The Academy for Social Action places a high priority on professional learning. Relevant professional articles, including on ELL related topics, are incorporated into PD sessions. In addition, for the classes in which the ESL teachers push in, they contribute to the differentiation section of the Atlas Rubicon web-based planning tool. During this school year, the ELL teachers will attend a variety of professional development seminars including the Election Day ELL conference at Brandeis, the UFT Building Academic Vocabulary for ELLs weekend workshop as well as sessions offered by the Network and Bronx and Manhattan BETACs. Information will be turn keyed to content area teachers.

2) Through the push-in program, ESL teachers help content area teachers support newly matriculated middle and high school students develop the organizational skills and routines necessary to be successful students. In addition, the ESL teachers assist the guidance counselor in helping to find appropriate high school placement and college matches for ELLs as well assisting the programmer to schedule ELLs appropriately.

3) For the 2011- 2012 school year, ASA plans to provide staff development on the following topics related to ELLs presented by the ESL teachers: introduction to ELLs (language acquisition and our specific population), NYSESLAT, LAP, Scaffolding (ELL and special education teachers present together) and academic vocabulary development. Also, ESL teachers provide informal professional development during weekly grade and content area meetings. Documentation of ELL training for all staff is maintained in the school file by the school secretary as per Jose P.

## E. Parental Involvement

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## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							1	0	0	3	1	2	1	8

### B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

**Additional Information**

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING / SPEAKING	B							0	0	0	2	0	1	0
	I							0	0	0	1	0	0	2
	A							1	1	2	4	2	4	2
	P							2	1	1	7	3	2	0
READING / WRITING	B							0	0	0	2	0	1	0
	I							1	1	2	6	1	5	4
	A							2	0	1	6	4	1	0
	P							0	10	0	0	0	0	1

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	2	1			3
6	1	1			2
7	2	1			3
8	5	1			6
NYSAA Bilingual Spe Ed					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5			3						3
6					1				1
7	1		2						3
8	4		4	1	1	1			11
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	4	2	5						11
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2			
Integrated Algebra	4	1		
Geometry	2		1	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	3			
Living Environment	5			
Physics				
Global History and Geography	5	1	1	
US History and Government	3	1		1
Foreign Language		4		4
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

### B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

## Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

## Part VI: LAP Assurances

<b>School Name: <u>Academy for Socail Action</u></b>		<b>School DBN: <u>05M367</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rhokiesha Ford	Principal		2/16/01
Frederick Nelson	Assistant Principal		2/16/12
Robert Williams	Parent Coordinator		2/16/12
Laura O'Keefe	ESL Teacher		2/16/12
Donna Banks	Parent		2/16/12
Kim Pyant	Teacher/Subject Area		2/16/12
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Suzanne Zeitlin	Guidance Counselor		2/16/12
Lawrence Penergast	Network Leader		2/16/12
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 05M367      **School Name:** Academy for Social Action

**Cluster:** 6      **Network:** 603

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

**Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

The predominant home language for our ELL population is Spanish although there a few ELLs whose home languages are French and/or Wolof. Within the school staff, we have the cpacity to translate both written and oral communication for Spanish and French. We will utilize translation services from the Department of Education office of Translation and Interpretation Sevices when the need arises for translation into other languages.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

After analyzing our ELL population's oral and written translation and interpretation needs, we found that the majority of our oral and written translation and interpretation needs can be handled by our current staff. We reoprt the oral and written translation and interpretaion findings to our school staff through the methods of a morning memo board, written and emailed memoranda, Faculty Conference, grade team meetings, individual teacher meetings and Parent Teacher Association meetings.

## Part B: Strategies and Activities

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

All translation services are provided in house by school staff and parent volunteers.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The majority of our ELL parents who need translation and interpretation services choose to rely on the staff an parent volunteers or an adult friend/companion or relative for language and interpretation services. We allow family members over the age of 18 to serve as interpreters for school staff and parents durig any formal or informal meeting where student achievement and/or students conduct are discussed.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: <a href="#">Academy for Social Action</a>	DBN: <a href="#">05M367</a>
Cluster Leader: <a href="#">Jose Ruiz</a>	Network Leader: <a href="#">Lawrence Pendergast</a>
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input checked="" type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input checked="" type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: <u>21</u>
Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: <u>5</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>4</u>

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: [Regents Preparation Support](#)

[In examining ELL data, it became obvious that while ELLs were steadily progressing in the arena of credit accumulation, they have been experiencing difficulty in passing the Regents, especially Living Environment. Therefore, we have decided to use Title III funding to assist ELLs in Regents Exam preparation. The funding will pay for an ESL teacher to work in collaboration with the Regents Preparation teachers to provide instruction and materials that meet ELLs needs. The ESL teacher will provide assistance in planning appropriate instruction for ELLs and will spend time two times a week in the Living Environment, ELA and Global Regents Preparation classes to assist ELLs.](#)

[Additional funds will be used to purchase bilingual glossaries and Spanish Language Regents Preparation materials as well as supplemental ELA reading materials for English Regents preparation.](#)

[In addition, in order to reach all learning styles, trips to support the Living Environment curriculum will be organized to the Museum of Natural History and NY Hall of Science.](#)

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: [During the school year, the ELL teachers will attend a variety of professional development seminars including "Science, ELLs, and the Common Core" presented by the Office of ELLs. Information gleaned from these opportunities will be shared with content area teachers, including science teachers, at grade and content area meetings two times a week.](#)

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

**Part D: Parental Engagement Activities**

Begin description here: Parents will have the opportunity to receive ARIS and Skedula training through scheduled orientation at the parent center and will be invited to workshops organized by the parent coordinator.

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		